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kind, and one expects arbitrary distinctions to be made for the sake of simplicity. Therefore, when Mr. Kirkaldy introduces subject-matter which seems trite to the economist, the object and scope of his work must not be forgotten. At many points in this primer, however, a lack of discrimination in the selection of material is evident. When space is so precious the reader is surprised to find such digressions as the stories of Robert Owen's early business success and romantic marriage, Maurice's religious experiences, and the anecdotes of St. Simon and Fourier.

The judgment which the author passes upon Marx exhibits a lack of relativity which is characteristic of the entire book. An unconscious bias against socialism leads him to believe in the orderly and systematic progress of economic thought along a well-defined path, from the hunting stage of human development to our present order. The eternal verity of economic laws cannot be disputed, for they are founded upon natural progress. Economists perceived at first dimly and then with clear vision the exact character of this onward movement. Measured by this standard, socialism and syndicalism are based on misconception and error. The positive character of the views herein presented may do service in combating the extreme arguments of the syndicalists, but it is chiefly as a polemic that this treatise has value.

*A Beacon for the Blind.* By WINIFRED HOLT. Boston: Houghton Mifflin Co., 1914. 8vo, pp. 343. \$2.50.

Since Sir Leslie Stephen has written a more pretentious biography of Henry Fawcett, Miss Holt does not attempt to appraise the latter's economic and political work. She rather makes it her task to show, by glimpses from his everyday life, how courageous, persevering, and undaunted he was in the face of almost insurmountable obstacles. The letters and reminiscences of Fawcett's friends and relatives carry us into a close intimacy with the blind economist.

Though accidentally blinded at the age of twenty-four, so heroic was the quality of Fawcett's spirit that by subsequent labors he became professor of Political Economy at Cambridge University, a member of four parliaments, and postmaster-general of England. He worked for justice to India; he started the movement to preserve the commons and forests of England; he introduced the parcel post and increased the efficiency of the postal savings bank. In his political career he consistently opposed all measures he could not conscientiously support, irrespective of the party behind them. But both in parliament and in his private life he was loved for his honesty and cheerfulness. The author compares him to Lincoln in gentleness of spirit and courage in the face of difficulties.

Throughout the book there are interesting personal references to great men of Victorian England. The significance of the work, however, is not in the

information it contains but rather in the inspiration of a marvelous fortitude and a shining example of unselfish service.

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*The Industrial and Commercial Schools of the United States and Germany.*

By FREDRICK WILLIAM ROMAN. New York: Putnam, 1915. 8vo, pp. xv+382. \$1.50 net.

This book presents in logical order many phases of industrial education in the two countries under consideration. It brings together in a number of tables the results of personal investigation and the statements of authoritative bodies relative to the industrial educational systems of both countries. The historical background is given, showing the reasons for the diverse development of the two systems, and an endeavor is made to bring out differences of economic and industrial ideals as a basis for the divergence of two systems which apparently should have a common end in view. An attempt is also made to show the response of teaching methods to the different social attitudes of the two countries toward work, play, and life in general. A considerable space is devoted to the contrast of the attitudes of the labor unions in the two countries toward industrial education.

Doctor Roman's volume is of interest, not only because it collects and presents in usable form this particular educational material, but also because it attempts to point out the direction which future steps in the furtherance of industrial and commercial education in the United States should take in order to be of the greatest benefit not only to the individual but to the nation as an economic unit.

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*Historical Essays on Apprenticeship and Vocational Education.* By JONATHAN FRENCH SCOTT. Ann Arbor, Michigan: Ann Arbor Press, 1914. Pp. 96. \$0.60.

These selected essays sketch vocational training from the earliest gild system to modern times, the object of the author being to show the changing economic conditions in England and on the Continent which shaped the ideals of apprenticeship, and caused its rise and fall. The leading chapters on the early gild requirements of apprenticeship, journeymanhood, and the two chapters on the Statute of Artificers are worthy of special note. The interest here centers about the economic conditions *in toto* rather than on any single phase, and makes the reader loath to leave the field for the more immediately practical chapters which follow and which treat of the modern aspects of industrial training. The moral of the treatise may be stated as follows: Apprenticeship is unsuited for the present needs of vocational training; times and conditions are unlike those under the gild system. Then, the master was personally interested in his charge, the relation was close, and the training broad; now, the relation is impersonal, the training narrow, and the service sporadic. The need of the day is broad vocational training administered by the public schools.